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12-4-1961

Minutes, College of Arts & Sciences Faculty Meeting, December 4, 1961

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Recommended Citation

Arts & Sciences Faculty, "Minutes, College of Arts & Sciences Faculty Meeting, December 4, 1961" (1961).
The College of Liberal Arts Faculty Minutes. 469.
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AGENDA

Faculty Meeting

4:20 P.M., December 4, 1961. Dyer Memorial Hall

- I. Sophomore Skip Day - Tom Doolittle, Sophomore Class President.
- II. New Geography Courses.

The Faculty-Administration Committee recommends adding the following courses to the Rollins Curriculum:

(To replace 103s. General Geography.)

201f. WORLD REGIONAL GEOGRAPHY

An introduction to the major physical and cultural regions of the world. 5 credits.

(Add.)

303s, GEOGRAPHY OF LATIN AMERICA

304s A study of the physical, cultural, and economic geography of Latin America. In order to provide a more thorough approach, one half of the area is dealt with in alternate years: 1962-63 will take up Brazil and Argentina, 303s; Northern and Western Spanish America, 304s, will be studied in 1963-64. Prerequisite: Geography 201 or Area Studies 211-212. 4 credits.

(To replace 101f and 102w. General Geography.)

311f, ELEMENTS OF PHYSICAL GEOGRAPHY

312f A more advanced and detailed treatment of the physical phenomena of world geography than could be offered in the introductory course. In order to provide a more thorough approach, one half of the topic is dealt with in alternate years: 1962-63 will offer 312f, geomorphology and soils; 1963-64 will take up 311f, climate and vegetation. 5 credits.

(Add.)

401s. FIELD TRIP TO LATIN AMERICA

The (Latin American) Area Studies Program conducts an annual field trip, usually between winter and spring terms, to some part of Latin America. Well-suited to the intellectual and practical advancement of the student who has demonstrated a capacity to carry out geographic work, participation may be arranged on the recommendation of Prof. Momsen. Credits to be arranged.

III. New Government Courses.

The Faculty-Administration Committee recommends adding the following course to the Rollins Curriculum.

205f, 206w, 207s. MAJOR ISSUES OF OUR TIMES

A forum for the development of informed attitudes and responsibilities, approached through a discussion of contemporary problems selected to encourage on-going citizen concern. Distinguished lecturers; readings in mass media; writing of a journal; pro and con memorandums; position papers. 2 credits.

Departmental Staff

- 2 -

The Faculty Administration Committee recommends changing the following course from a 2 hour course to a 5 hour course:

361w. AMERICAN FOREIGN RELATIONS

Diplomatic history of the United States from Colonial days to the 1960s. Prerequisite: Government 201 or a course in American or European history. Offered in alternate years (1962-1963)
2 credits. Douglass

IV. New Psychology Course.

The Faculty-Administration Committee recommends adding the following course to the Rollins Curriculum.

4114. CLINICAL PSYCHOLOGY

Survey of the area of clinical psychology with reference to diagnostic methods, therapeutic procedures and research content. A period will be assigned for student sampling methods used in clinical evaluations. A background in tests and measurements is desirable. Prerequisite: Psychology 310.
5 credits.

V. New Grade Report System.

The Faculty-Administration Committee recommends that the faculty approve the new grade report forms, retain the 12 quality point system, and include a place on the forms to record absences.

VI. Announcement.

It has come to my attention that professors are in some instances scheduling classes to meet on Wednesday during the B period. For the benefit of all, it is hoped that this practice will be discontinued in all classes. This period has been set aside by Faculty action for special group meetings and should not be used under any circumstances for class work. It may be difficult to see why an open period such as this shouldn't be used at the convenience of professors for rescheduling classes or arranged meetings, but little imagination should be necessary to see what would happen if all professors on the campus decided to disregard their own action and utilize this period at their own convenience.

VII. Article of Interest.

Resume of Conference of Testing and Evaluation-University of South Florida, November 18, 1961. by Dr. Fred Likely
(see attached pages).

Dec 4, 1961
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MINUTES OF THE FACULTY

1961-1962

The third meeting of the Rollins College Faculty of 1961-1962 was held in Dyer Memorial Hall, Monday, December 4, 1961, at 4:20 p.m., Mr. Hellwege presiding.

The following members of the faculty were present:
Mr. Adicks, Mr. Allen, Mr. Anderson, Mr. Banner, Mrs. Burnett, Mr. Carroll, Mr. Chase, Mr. Dewart, Mr. Dorsett, Mrs. Drabik, Mrs. Draper, Miss Drinkwater, Mr. Edwards, Mr. Evans, Mr. Felton, Mr. Folsom, Mr. Glasser, Mrs. C. Gleason, Mrs. L. Gleason, Mr. Griswold, Mr. Hamilton, Mrs. Hansen, Mr. Hellwege, Mr. Justice, Mrs. Koontz, Mr. Landsman, Mr. Likely, Mr. Lovejoy, Miss Lovell, Mrs. Magoun, Mr. Mahan, Mr. Mendell, Mr. Momsen, Mrs. Morehouse, Miss Ortmayer, Miss Packham, Mr. Pasternak, Mr. Peterson, Mr. Regnier, Mr. Rosazza, Mr. Ross, Mr. Sauté, Mr. Silins, Mr. Smith, Mr. Staley, Mr. Stetler, Mr. Stock, Mr. Stone, Mr. Thomas, Mr. Trapnell, Mr. Vermilye, Mr. Vestal, Mr. Waidner, Mr. Waite, Mrs. Watson, Mr. Wavell, Miss Webber, Mrs. Whitmire, Mr. Wilson, Mr. Wright.

TEMPORARY OFFICERS
ELECTED

Mr. Hellwege announced that, in the absence from town of the President, the Dean, and the Secretary of the Faculty, he had been asked to open the meeting. The first business was the election of a Chairman. Mr. Hellwege was nominated and seconded; the nominations were closed and Mr. Hellwege was elected. In the same manner, Mrs. Magoun was elected Secretary pro tem.

NEW GRADE REPORT
SYSTEM APPROVED

Mr. Hellwege then opened the meeting formally with the presentation of Item V of the Agenda as the first business of the day. Recommended changes in the Grade Report System as previously submitted to the faculty, brought out in the Division meetings and approved by the Faculty-Administration Committee are:

1. On the Memorandum page, add () behind the name of the student, such () to be checked when the memorandum is to be sent to the student.
 2. On Official Class Roll and Final Grade Report page, for Comment 7, "Barely meets minimum requirements," substitute, "Improvement shown during term"; then, transpose Comments 6 and 7.
 - b. Add A- grade to the grades shown.
 3. On Student Grade Report page, add column for absences.
- Mr. Stock moved the adoption of the new grade report system; Mr. Carroll seconded, and the motion carried unanimously.

GEOGRAPHY 201, 303, 304, 311, 312, 401, approved

The next business was Item II, the new Geography courses. It was moved and seconded that these be approved; the motion carried unanimously.

GOVERNMENT 205, 206, 207, 361 approved

Next before the house was Item III, the new Government courses. Miss Drinkwater pointed out that, through a typographical error, an incorrect number of credit hours was assigned to course 361w: the correct number is five. It was

moved and seconded that the Government courses be approved; the motion carried unanimously.

PSYCHOLOGY 414
approved

In the same way, the new Psychology course, 414, Item IV on the Agenda, was approved by unanimous vote.

SOPHOMORE SKIP
DAY REJECTED,
with recommenda-
tions

At this point, Item I of the Agenda--Sophomore Skip Day--came before the house and Mr. Thomas Doolittle, president of the Class of 1964, was invited in, to speak on the request. Mr. Doolittle said that, with a class of 240 members, little opportunity is offered for class group activity. He pointed out that the Sophomores have challenged the Freshmen to a softball contest next Sunday; in addition, the class would like to have next May 2 or April 4, both Wednesdays, assigned as a Sophomore Skip Day, to enable the group to go to Sanlando Springs for a day of recreation (9:00 to 5:00; buses for those who cannot get private car transportation; soft drinks and beer provided). Mr. Doolittle was then excused, for Faculty discussion of the request.

It was pointed out that: the class should have more to offer; the dates proposed are late in the year for the generation of class spirit; approval would touch off a chain-reaction, as the Faculty would then surely be asked to grant a Freshman Skip Day, a Senior Skip Day, and, undoubtedly, a Junior Skip Day.

Mr. Sauté moved that the plan be rejected, with explanation to the Sophomore president; this was seconded, but amended to a statement that the class officers might meet with the Student Deans to discuss more constructive plans. This motion was carried, with one dissenting voice.

FRESHMEN MAY NOT
HAVE CARS NEXT
YEAR

Attention was called to Items VI and VII on the Agenda and then, as new business, Mr. Vermilye asked that Mr. Allen speak for the Traffic Committee, in the absence of the Committee chairman, Mr. Fischer. Mr. Allen presented the view of the Traffic Committee that Freshmen should not own or maintain cars next year, a change from the present rule that applies to the first term only; the principal reasons for the suggested change are: grades and parking space. Mr. Vermilye quoted Mr. Scott as feeling that a restriction of this kind would help the Admissions people in their work, because of the increased potential for academic success. Mrs. Watson stated that there has been found to exist a correlation between poor grades and car ownership. Mr. Likely wondered whether a term, at least, of the Sophomore year might not be included in the ruling. It was moved and seconded that next year Freshmen, except day students, may not own or maintain cars; the motion carried. It was understood that the new regulation would appear in the new catalog.

The Faculty adjourned at 5:00 p.m.

Flora L. Magoun
Secretary pro tem.

FLM/dms

Dr. Fred Likely

Resume of Conference of Testing and Evaluation - University of South Florida,
11-18-1961.

A copy of the program is enclosed.

Dr. Robert Ebel of Educational Testing Service indicated that there were no new techniques that were revolutionary in testing. He reported that the punch card type of answer form for objective tests was being used with the advantages of shorter scoring time and the ease of subsequent item analysis. Another new type was a test that was of the multiple choice form but included an indication by the student of his confidence in his accuracy. For example he had a choice of - I think I know - I'm positive I know or I don't know. These responses are weighted and a resultant increase in reliability has been found. This reliability is improved over usual classroom test reliability but not over carefully standardized tests reliability. The University of Minnesota, Michigan State University and the University of Iowa have a series of bulletins on test construction for the classroom achievement test. A number of Universities, including the University of South Florida, have a test construction service for classroom teachers. At the University of South Florida one member from each department is assigned as a major part of his duties the responsibility for developing the tests for classes in that discipline. Emphasis was placed on the major problem in test programs which is to find out what is the criterion or the objectives of a particular course or curriculum. Mentioned, but not recommended, objectives were: 1. Preparing for the next course - 2. Window dressing for political purposes and 3. Studying chemistry to find out some things about chemistry. Operational definitions are sometimes used to classify by what is the performance measured on the test. An objective of the course can be so abstract as to be almost meaningless or it can be quite specific. Objectives in terms of desired behavior are very useful in kindergarten where learning to tie shoes is a desired outcome. At a higher level, desired behavior as an objective emphasizes stereotyped training more than personality development. Dr. Ebel thinks that measures of attitude tend to press for conformity and that students would soon tailor their answers to what had been scored in the past as correct. He emphasized that students were not unmotivated but were rather not motivated sometimes in the teachers concept of appropriate motivation. Students don't just sit, they sit and do something. He reported that in one study of the relative utility of practice in writing and practice in reading upon subsequent writing that practice in reading was more helpful than practice in writing. He thought that some tests measured general intelligence rather than the content of the course and thought that external examinations which are those made by somebody else rather than the instructor, either within the college or by some other agency, were being more and more used and he felt that this development would continue.

Dr. Lewis Mayhew of the University of South Florida, reported a University of Chicago study which showed that grades in class and scores on a machine scored external test differed according to sex. In class appraisal girls did better and on the machine scored test the boys did better. A later speaker commented that the results here were because the instructors were grading on the curve with the girls and Dr. Mayhew thought that male teachers preferred appearance, cooperative attitude and legible handwriting of girls. Although examinations may increase tension a certain degree of

2.

tension increases learning, Dr. Mayhew thought that evaluation should be separated from teaching. Although we rely on our impressions and use interviews to evaluate people, one study showed that interviews correlated at a zero level with performance on the job and that the longer period of time a person had been interviewing the less his prediction was apt to be useful. He discussed why college testing in classrooms was poor and recommended a change of attitude toward testing in keeping with usual test construction which must first be based on a clear cut understanding of objectives of the course. He recommended that questions be answered by the instructor in writing before he gave any questions to his students. In contrast with Rollins system of a twelve point grading system Dr. Mayhew felt that a five point grading system was too many and that a three step grading system should be used in the evaluation of individual essay tests. He recommended this even if a five point grading system was used by the college. He thought that you could separate tests measuring knowledge, cognitive skill, affective attitude and psycho-motor skill. He thinks colleges will have grades as long as colleges are doing a job of certification for degree or other certifications of competency. Reed College in Oregon does not have a grading system but they have a group atmosphere so that students who get behind will soon drop out of school. He describes testing as sorting performances into groups - this is the primary function and this sorting should be done consistently. Testing is a sample that is related to some other type of behavior. The test writer must know the object of the course. There should be testing before in order to see progress by comparison. A student can receive more individual and therefore appropriate attention to his needs as a result of grouping by tests.

Dr. Paul Dressel of Michigan State University, spoke of testing and its use in self-evaluation by individuals and also by colleges. A comparison must be made in connection with the context of the occurring behavior. He feels that colleges are not as unique as they sometimes think they are and that more uniformity of testing would be of value in improving and appraising standards. He recommends external examinations on a national basis for introductory courses. He feels that this could be used for accreditation of colleges. He said that since 1858 the British have used external exams for degrees at the University of London regardless of where the student had studied or the means that he had used to obtain the knowledge. He felt that the threat to the autonomy of the instructor was perhaps overrated in that this can be managed with improved understanding of the goals of particular courses. He recommended that the question not be one of whether you teach or whether you test but in terms of learning and the recognition of learning. With multiple choice tests you do not get an indication of creativity and this needs to be measured in a different way. He feels that colleges are oriented toward security for the student and perhaps for the teacher rather than being oriented for opportunity. He said that if a student is docile and does the work that is assigned he will get a degree in four years. He seemed to feel that some students could do this amount of work in much less time and should be given the opportunity. He cited a program where students were deficient in algebra and were sent for remedial work. They were told that they could take the examination when they were ready and they found that some students were able to do this in two weeks where the course had been previously continued for all students for one term.

3.

Dr. John Folger who worked with the Southern Regional Educational Board for several years and three months ago became the Dean of the Graduate School at F.S.U. led a discussion on institutional research. This research may refer to investigations of budgeting, faculty needs, administrative problems and self study. He indicated that in colleges as in industry sometimes it was necessary to include top management evaluation, as well as, other members of the organization. He reported that in a study of 25 self study programs there was very little objective data and that the tests were not used to any great extent. He reported that at the University of Mississippi there had been an effort to use tests to try and predict performance on instructional programs in chemistry. Lists of students who deviated either on the positive or the negative side from their expected performance according to background and admission tests, were obtained. No action was taken when these were presented to the Administration, but the next year they were sent to the Chemistry Department along with what the students did in other disciplines. The Chemistry Department became very interested in this data and used it to improve their own evaluation of students and their course sequences. Obtaining this progress and this co-operation was said to take four or five years in this particular case. Evaluation of performance of programs in institutions is usually found only where the program is new and the evaluation is being used in part to justify the new expense. It has been used to evaluate independent study programs at Morgan State College in Baltimore and at Antioch. Tests can be used to predict the students who will do well in independent studies in comparison with other students who need more structure and assistance from the instructor. At Morgan State College they found that there was more correlation with the history of the student than with his test scores. A problem in institutional research is that the data is often so specific to one particular college or one particular time in that college. It was recommended that data be collected in a similar way at different colleges over a period of time as a necessity for generalizations that might apply beyond the particular place and time. It was reported that Horst at the University of Washington had claimed that he could predict with the former grades and the test scores the performance in 90% of the grades of a college student. The formulation of predicted averages is done at many colleges according to Dr. Folger. The use of ability tests and the high school record will predict college performance fairly well and other factors do not seem to improve this prediction. Tests do not predict grades of graduate students at F.S.U. or at some other colleges. Dr. Folger thinks that the unreliability of grades themselves prevents higher prediction by tests. As admission standards rise in undergraduate schools and has been noted in graduate schools there will be lower prediction from ability tests since all of the students will have enough cognitive ability and motivation will become more important. The information that is obtained in institutional research is so often a kind that is not cumulative because it is not comparable with other research that has been done.

Dr. Dressel spoke later on the need for testing as essential in a democracy where available education for potential students is a must and a placement in our society should be appropriate for the development of the society. Testing can help a recognition and reconciliation of individual wishes and societies needs. Errors can be reduced in placement but never eliminated. He thinks that the consensus is more reliable than individual judgment and that joint efforts can both clarify and utilize the individual in society. He thinks that every appraisal should have critics and that it is necessary since the field is a developing one. He recommends that any appraisal needs repetition and appeal for a decision based on tests.

4.

Dr. Hoffman of Queens College who wrote an article in Harpers against the use of tests gave an anecdotal and amusing talk that was rather naive but quite pointed in its critique. For example he was afraid that the testing programs would filter out the creative since there is some evidence that the creative individual may not score terribly high on an intelligence test. Typical of his reasoning he wished that something could be done about this. He did not offer any suggestions as to how to identify the creative individual but felt that testing perhaps should be abolished and that then somebody else would be able to identify the creative individual.

There will probably be a summary prepared and sent to the people who attended the Conference. Of course, I have not covered all that was said but this resume includes most of what was said that I deemed important with the exception of a joke or two.

C O P Y

Region VI
WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION
Emory University Atlanta 22, Georgia

26 December 1961

Dear Campus Representative:

I am enclosing the appropriate interview schedule sheet for those of you who have candidates who survived the preliminary screening and are being invited for interviews.

Those of you in Alabama will notice that we are asking your candidates to come to Atlanta instead of Birmingham this year; and those of you in Florida will notice that we are asking your candidates to come to Tampa instead of Gainesville; the South Carolina and Georgia candidates will be interviewed in Atlanta as usual.

Candidates are urged to share car transportation to the interview whenever feasible. The following paragraph is taken from the letter which is being sent to candidates invited for an interview: "The Foundation will reimburse you, generally within six weeks, for the cost of your round-trip transportation by car, bus, air, or railroad. You are authorized to travel Pullman if you need to make an overnight trip. If you drive your own car you will be compensated at the rate of 8¢ per mile. We suggest that students share car transportation whenever feasible. In such cases the driver only will be reimbursed. Compensation for meals and hotel accommodation is not authorized except, in hardship cases, by special permission of the Regional Chairman. Please ask for an expense sheet when you come for the interview."

Please note that candidates are responsible for their own admission to graduate school and that they must be in the process of applying to at least one graduate school in the United States or Canada prior to the time of the interview.

Some of you will feel that there are well-qualified candidates who are not being invited for an interview. We had to select one hundred and twenty from approximately four hundred active candidates of generally high quality. It was especially difficult to choose forty of the two hundred women candidates and to choose fifteen of the ninety scientists. (Experimental psychologists are classified as scientists; clinical psychology is not within the scope of the Wilson program.) On the other hand, we would like to have had more well-qualified male candidates in economics and in foreign languages. Those candidates who have been eliminated from the Wilson competition at this stage but who are well-qualified for graduate study should be encouraged to apply directly to the graduate schools of their choice for NDEA or other institutional fellowships or assistantships.

With appreciation for what you have done to encourage outstanding students to consider college teaching as a career, I am

Sincerely yours,

/s/t/ Charles D. Hounshell
Chairman, Region VI

C O P Y

MEMORANDUM

ROLLINS COLLEGE

From: Schiller Scroggs

December 12, 1961

To: The Faculty

This memorandum is circulated to the faculty for their information.

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C O P Y

MEMORANDUM

ROLLINS COLLEGE

From: Mr. John Tiedtke

December 8, 1961

To Miss Chloe Lyle

Copies to Dean Scroggs, Mr. Dick Wolfe

Subject:

Full-time students in Rollins College may take an evening course as a part of their regular load without extra cost, provided that the course is not offered in the day time.

If the course is offered in the day time, this may still be done with the approval of the Dean of the College and the Treasurer.